



C E Murray High

222 C. E. Murray
Greeleyville, South

Grades	7-12 Middle School	
Enrollment	513 Students	
Principal	Torrance Wilson	843-426-2121
Superintendent	Ralph C. Fennell, Jr.	843-355-5571
Board Chair	Mr. James Darby	843-387-5472

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	At-Risk	Below Average
2007	At-Risk	At-Risk
2006	At-Risk	Below Average
2005	Below Average	At-Risk
2004	Below Average	At-Risk

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

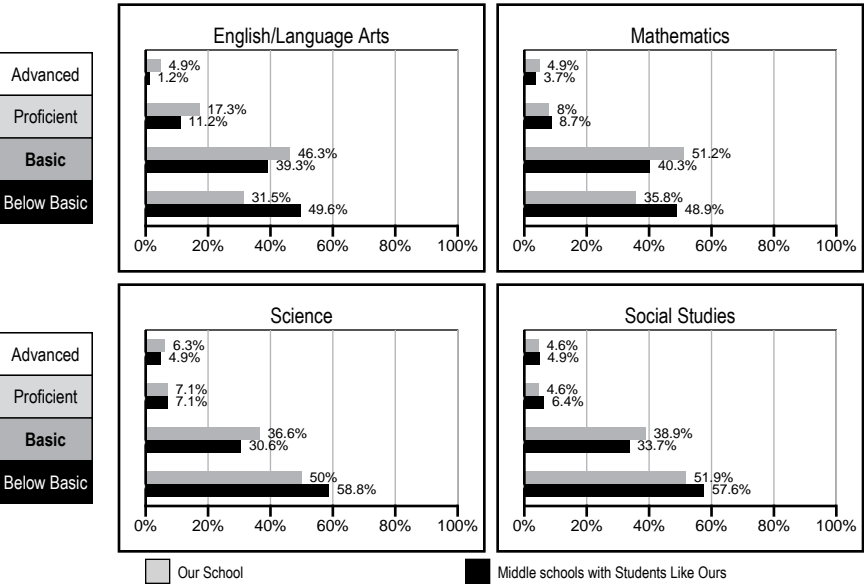
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 94.5%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	0	3	52

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Middle schools with Students Like Ours are Middle schools with Poverty indices of no more than 5% above or below the index for the School.

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	100.0	83.7
English 1	100.0	80.2
Physical Science	0	37.9
All Subjects	100.0	80.5

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=513)				
Students enrolled in high school credit courses (grades 7 & 8)	10.4%	N/R	12.0%	19.4%
Retention rate	2.5%	Up from 2.0%	3.1%	1.8%
Attendance rate	97.9%	Up from 96.2%	95.2%	95.8%
Eligible for gifted and talented	3.0%	Down from 5.9%	5.9%	15.3%
With disabilities other than speech	19.5%	Up from 18.8%	13.4%	12.9%
Older than usual for grade	10.0%	Up from 4.9%	6.3%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.2%	Up from 0.0%	0.7%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=35)				
Teachers with advanced degrees	62.9%	Down from 66.7%	54.0%	55.0%
Continuing contract teachers	54.3%	Up from 52.8%	54.3%	70.6%
Teachers with emergency or provisional certificates	35.3%	Up from 32.4%	19.0%	5.4%
Teachers returning from previous year	76.7%	Down from 77.8%	76.5%	83.4%
Teacher attendance rate	94.6%	Down from 95.9%	94.7%	94.9%
Average teacher salary	\$41,027	Down 1.9%	\$43,224	\$44,706
Professional development days/teacher	12.1 days	Down from 13.3 days	12.1 days	11.8 days
School				
Principal's years at school	1.0	No Change	2.0	3.0
Student-teacher ratio in core subjects	23.2 to 1	Up from 22.9 to 1	16.1 to 1	20.1 to 1
Prime instructional time	91.1%	Up from 90.4%	88.8%	89.3%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.4%	Up from 95.5%	96.0%	98.0%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil*	\$7,733	Up 3.9%	\$8,812	\$7,097
Percent of expenditures for instruction*	63.4%	Up from 63.2%	63.2%	64.4%
Percent of expenditures for teacher salaries*	56.4%	Down from 57.0%	56.6%	59.4%

* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

C. E. Murray High School is located in Greeleyville, a small rural town in the lower Pee Dee area of South Carolina. We are working diligently to provide our students with the support and encouragement they need to achieve success.

We offer nutritious meals; a safe, clean learning environment; certified professionals who are exemplary role models; a strong curriculum; dedicated leadership; committed youth and community leaders; parenting resources; liaison; concerned guidance and community agency counselors; school-to-work opportunities; the latest technology and an after-school program to aid students with their homework and exit examination preparation; and extra-curricular activities to improve the mind, body, and spirit.

We have made great strides toward our goal of excellence in education. Our students have made consistent gains on state and national assessments. Particularly noteworthy is our SAT improvement. We have been accredited by the Southern Association of Colleges and Schools (SACS) and have met Adequate Yearly Progress (AYP).

We are making excellent progress with our student achievement and continue to focus on involving our parents and community members in our efforts to help our students achieve success while here in high school and beyond high school.

Principal
Torrance Wilson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	33	90	67
Percent satisfied with learning environment	81.3%	55.6%	85.1%
Percent satisfied with social and physical environment	81.8%	68.2%	76.9%
Percent satisfied with school-home relations	68.8%	75.3%	82.8%

* Only students at the highest middle school grade level and their parents were included.

School Adequate Yearly Progress	YES
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This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	14.4%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	36.0%	0.0%	No
Student attendance rate	97.9%	94.0%	Yes

* Or greater than last year

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	151	100	33.6	46.6	17.8	2.1	29.5	36.2	48.2	Yes	Yes
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Gender

Male	94	100	38.9	45.6	12.2	3.3	23.3	30.4	41.7	N/A	N/A
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Female	57	100	25	48.2	26.8	0	39.3	42.3	55	N/A	N/A
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Racial/Ethnic Group

White	3	I/S	I/S	I/S	I/S	I/S	I/S	47.1	60	I/S	I/S
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African American	147	100	34.3	46.2	17.5	2.1	29.4	35.3	31.7	Yes	Yes
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Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
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Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	44.4	38.4	I/S	I/S
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American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	47	I/S	I/S
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Disability Status

Disabled	28	100	78.6	21.4	0	0	0	13.2	16	I/S	I/S
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Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
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English Proficiency

Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	36.9	I/S	I/S
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Socio-Economic Status

Subsided meals	122	100	36.1	45.4	16.8	1.7	28.6	35	34	Yes	Yes
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Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	151	100	39	52.7	6.2	2.1	17.8	30.8	45.8	Yes	Yes
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Gender

Male	94	100	37.8	54.4	4.4	3.3	17.8	29.6	45.6	N/A	N/A
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Female	57	100	41.1	50	8.9	0	17.9	32.1	45.9	N/A	N/A
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Racial/Ethnic Group

White	3	I/S	I/S	I/S	I/S	I/S	I/S	36.4	59	I/S	I/S
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African American	147	100	39.9	51.7	6.3	2.1	16.8	30.2	26.9	Yes	Yes
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Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
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Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	55.6	38.1	I/S	I/S
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American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	46.2	I/S	I/S
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Disability Status

Disabled	28	100	82.1	17.9	0	0	0	9.1	17.1	I/S	I/S
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Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
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English Proficiency

Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.7	I/S	I/S
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Socio-Economic Status

Subsided meals	122	100	39.5	51.3	7.6	1.7	17.6	30.1	31.4	Yes	Yes
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* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	115	100	50	36.6	7.1	6.3	13.4	15.3	35.7	98.8	96.5
Gender											
Male	71	100	49.3	37.7	7.2	5.8	13	15.3	37.4	98.8	96.3
Female	44	100	51.2	34.9	7	7	14	15.4	33.8	98.9	96.8
Racial/Ethnic Group											
White	2	I/S	I/S	I/S	I/S	I/S	I/S	20.2	49.2	98.3	94.2
African American	112	100	50.9	36.4	6.4	6.4	12.7	14.7	17	98.8	96.7
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	N/A	94.7
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	33.3	24.9	99.4	96.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	37.4	N/A	95.3
Disability Status											
Disabled	21	100	85.7	9.5	4.8	0	4.8	6.1	14	98.2	95.4
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	92.7
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.4	N/A	97.4
Socio-Economic Status											
Subsidized meals	93	100	56.5	30.4	6.5	6.5	13	14.3	21.1	98.8	96.5

Social Studies

All Students	112	100	51.9	38.9	4.6	4.6	9.3	14.1	34	98.8	96.5
Gender											
Male	67	100	53.1	35.9	3.1	7.8	10.9	14.1	36.6	98.8	96.3
Female	45	100	50	43.2	6.8	0	6.8	14.1	31.3	98.9	96.8
Racial/Ethnic Group											
White	2	I/S	I/S	I/S	I/S	I/S	I/S	20.4	44.5	98.3	94.2
African American	109	100	52.8	37.7	4.7	4.7	9.4	13.4	19.1	98.8	96.7
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	N/A	94.7
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	41.7	27.5	99.4	96.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.7	N/A	95.3
Disability Status											
Disabled	18	100	83.3	16.7	0	0	0	4.5	14.4	98.2	95.4
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	92.7
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.3	N/A	97.4
Socio-Economic Status											
Subsidized meals	91	100	53.9	38.2	4.5	3.4	7.9	13.2	21	98.8	96.5

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	83	96.4	60.8	28.4	9.5	1.4	10.8
	8	95	99	57.8	37.8	4.4	0	4.4
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	77	100	26.7	54.7	18.7	0	18.7
	8	74	100	40.8	38	16.9	4.2	21.1
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	83	97.6	48.6	44.6	2.7	4.1	6.8
	8	95	100	54.9	41.8	3.3	0	3.3
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	77	100	44	48	6.7	1.3	8
	8	74	100	33.8	57.7	5.6	2.8	8.5
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	83	96.4	60.8	25.7	10.8	2.7	13.5
	8	47	100	71.1	24.4	4.4	0	4.4
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	77	100	48	37.3	6.7	8	14.7
	8	38	100	54.1	35.1	8.1	2.7	10.8
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	83	96.4	51.4	39.2	5.4	4.1	9.5
	8	48	100	73.9	21.7	4.3	0	4.3
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	76	100	48.6	40.5	4.1	6.8	10.8
	8	36	100	58.8	35.3	5.9	0	5.9

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample